THE SOUTH INDIAN TEACHER

Vol. XXXII | APRIL 1959 | No. 4

FIRST LIST OF RECOMMENDATIONS MADE BY THE EDUCATION GRANTS COMMITTEE

SECTION I—THE MADRAS SECONDARY EDUCATION ACT, 1959.

1. A new law, to be known as the "Madras Secondary Education Act, 1959", should be enacted. The Madras Educational Rules and the Rules of the Grant-in-Aid Code should, so far as they apply to secondary schools, be revised as recommended in this statement and be reissued as Statutory Rules. "The new law (together with Statutory Rules and orders thereunder) is referred to in this statement as the Act."

2. The Act should provide for delimitation of "Secondary Education Planning Areas", as recommended in Section II.

3. "Secondary Schools" should be defined and classified by types of managements, as recommended in Section III.

4. The Act should provide for the setting up of a Statutory Fund, to be known as the "Secondary Education Fund" in every Secondary Education Planning Area. The expenditure chargeable to the Fund and the income creditable to the Fund should be regulated, as recommended in Section IV.

5. A "Secondary School Board" should be set up under the Act in every Secondary Education Planning Area with its constitution as recommended in Section V.

6. A Secondary Education Service Cadre should be constituted for every Secondary Education Planning Area and should be maintained and managed as recommended in Section VI.

7. Public Registers of Assets and Liabilities of secondary schools should be prepared and maintained as recommended in Section VII.

8. Existing rules and practices relating to the Management Committees of private secondary schools should be revised and the duties to be performed by such committees defined and enforced as recommended in Section VIII.

9. Existing rules and practices regulating the levy of school fees and the grant of fee remissions should be revised as recommended in Section IX.

10. Existing rules and practices regulating the assessment and payment of grant-in-aid for private secondary schools should be revised as recommended in Section X.

11. Existing rules and practices regarding Audit should be revised in the manner recommended in Section XI.

SECTION II—SECONDARY EDUCATION PLANNING AREAS

12. There are two views (within the Ad hoc Committee) about how Secondary Education Planning Areas should be delimited. The new law should be drafted in such terms as to permit either view being given effect to initially, and also to permit changes being made as required in the light of experience. As regards the initial choice to be made between these two views, the Committee recommends that the view expressed in paragraph 13 below should be adopted.

13. One view is that the territorial jurisdiction of a District Educational Officer should also be the Secondary Education Planning Area and that it should coincide with the Development District wherever it is constituted under the District Development Councils Act on the basis already set out in the White Paper on Local Administration.

14. The other view is that the Secondary Education Planning Area should not comprise more than two contiguous revenue taluks as the outside limit; and that if a Development District requires to be subdivided into two (or even, in exceptional cases, three) Secondary Education Planning Areas, this should be done.

SECTION III—SECONDARY SCHOOLS.

15. Every high school recognized as such under existing rules should be recognized as a secondary school under the Act, provided that where school-standards I to V are attached to any high school, they should be deemed to constitute a separate primary school, governed by the provisions of the Elementary Education Act; provided further that where recognition on the date of the Act is for a limited period, continued recognition shall be given for the same period only.

16. Every middle school recognized as such under existing rules should be reclassified as either a higher elementary school governed by the provisions of the Elementary Education Act, or as two distinct schools, one a primary school (with school-standards I to V) governed by the provisions of the Elementary Education Act and the other a secondary school. The latter course should be adopted only with reference to the contingency of its further development as a secondary school.

17. Secondary schools will include schools newly recognized by the Director under the Act as secondary schools. No school shall be deemed to be a completed secondary school, unless it makes provision for New School Standards VIII, IX and X. A secondary school in which provision is made only up to New Standard X, may be referred to as a high school. A secondary school in which provision is also made for New School Standard XI may be referred to as a Higher Secondary School (whether or not provision is made therein for New Standards VI and VII).

18. Every secondary school which (on the date of constitution of a Secondary School Board) is maintained and managed by any District Board or Panchayat shall vest in the Secondary School Board. It may be referred to as a " Board School ". Any secondary school which is newly opened by a Secondary School Board with reference to an approved Secondary Education Development Programme may be also referred to as a " Board School ". Any secondary school which (being maintained and managed by any other agency) is transferred to and vested in the Board by order of Government (issued under the provisions of the new law) may also be referred to as a " Board School ".

19. Any secondary school which (on the date of constitution of a Secondary School Board) is maintained and managed by a municipality or the Madras City Corporation may be referred to as a " Municipal School ".

If in the opinion of Government, the transfer to the Secondary School Board of the management of a Municipal school is necessary in the public interest, such transfer may be ordered and Government may, by such order, also direct the payment of such contribution from Municipal Funds as may be specified.

20. Any secondary school, at present maintained and managed by Government, not being used as a model school for a training institution, may be transferred to the management of a Secondary School Board after a period of three years from the date of the constitution of the Secondary School Board.

21. Board schools, Municipal schools and Government schools may be referred to as " Public Schools ". All other schools may be referred to as " Private Schools ".

22. There shall be two classes of private schools, viz., " Aided Private Schools " and " Unaided Private Schools ". Both classes of schools shall be subject to the general provisions of the new law relating to secondary schools, as well as the statutory rules relating to recognition of schools.

Aided private schools will be eligible for the benefits of the statutory rules relating to payment of grants-in-aid and will be also subject to the specific obligations attached to such grants-in-aid.

Unaided private schools will be ineligible for such benefits and will not be subject to the related obligations.

SECTION IV—SECONDARY EDUCATION FUNDS.

23. With effect from 1960-61, there shall be a Statutory Fund to be known as the Secondary Education Fund in every Secondary Education Planning Area.

24. The following categories of expenditure should be chargeable to the Fund :—

(i) All expenditures relating to the maintenance and management, improvement and expansion of Board schools, including the opening of new Board schools in every Secondary Education Planning Area should be charged to the Secondary Education Fund of that Area.

(ii) The payment of all grants in accordance with Statutory Grant-in-Aid Rules, to every private school and municipal school in the Secondary Education Planning Area, should be charged to the Secondary Education Fund of that Area.

(iii) Such other expenditure relating to secondary education of the nature specified in this behalf by statutory rules may also be charged to the Secondary Education Fund of the area to which such expenditure specifically relates.

25. There shall be three categories of income creditable to every Secondary Education Fund, viz.—

(A) Government grants,

(B) Board school fees, and

(C) Miscellaneous educational receipts.

26. There shall be three classes of Government grants which may be referred to as A-1 Basic Grant, A-2 Recurring Development Grant, and A-3 Non-Recurring Development Grant.

27. The Basic Grant shall be the same for six years from 1960-61 to 1965-66 in respect of every Fund.

It shall be equal, as nearly as may be, to the aggregate of the sum provided in the budget for 1959-60 in respect of the following items of expenditure relating to the Secondary Education Planning Area concerned, viz.—

(i) The entire amount of direct expenditure on board schools in the area less (*a*) board school fees and (*b*) miscellaneous educational receipts *plus*

(ii) the entire amount of Government grants to (*a*) aided private schools and (*b*) municipal schools in the area.

28. The Recurring Development Grant shall be payable to every Fund during each of the six years from 1960-61 to 1965-66 on the basis specified below :—

(i) The Recurring Development Grant payable during the year 1965-66 shall be so fixed for every Fund that (together with the Basic Grant fixed therefor) it would be equal as nearly as may be, to *one rupee per head* of forecast population of the Secondary Education Planning Area for the year 1965-66 ;

(ii) The Recurring Development Grant payable during each of the five years preceding 1965-66 shall be fixed, in a specific proportion of the Recurring Development Grant for the year 1965-66 as shown below :

Recurring Development Grant payable during the year expressed as a specific proportion of the Recurring Development Grant payable during 1965-66 :

Year.

1960-61—One-sixth.
1961-62—One-third.
1962-63—One-half.
1963-64—Two-thirds.
1964-65—Five-sixths.

Provided that the Recurring Development Grant should not fall short of 3 per cent of the Basic Grant in any year in any area.

(iii) The foregoing provision should be subject to the following limitations :—

The endeavour should be made, every year, to make full provision in the State Government budget for distribution of the full amount of Recurring Development Grants to all Secondary Education Funds computed on the foregoing basis. Should it, however, happen that in any particular year, the amount voted by the Legislature falls short of the full amount computed as above, a cut may be made on a pro-rata basis in the Recurring Development Grant payable to all Funds.

NOTE :—Recurring Development Grant applies to Government Grants to the Secondary Education Fund and not to individual school funds.

29. A Non-Recurring Development Grant shall be payable every year to every Fund in addition to the Basic Grant and the Recurring Development Grant. The amount payable shall be fixed by the Government at their discretion with due regard on the one hand to the provision made in this behalf in the Five-Year Plan of the State and the ascertained needs (and relative priorities of such needs)

of all the Funds in respect of non-recurring expenditure on board schools and grants for non-recurring expenditure of aided private and municipal schools.

30. Where in any Secondary Education Planning Area a Government school exists, necessary financial provision should be made, therefor, independently of the Secondary Education Fund.

SECTION V—SECONDARY SCHOOL BOARDS.

31. A Secondary School Board should be set up in every Secondary Education Planning Area, and charged with responsibility for performing the following functions :—

(i) The Board should take over secondary schools at present vested in district boards or panchayats and arrange for their maintenance and management.

(ii) The Board should take over the Secondary Education Fund (vide Section IV above) and administer the Fund in accordance with the Act.

(iii) The Board should constitute a Secondary Education Service Cadre (vide Section VI below) and maintain and manage that Cadre in accordance with the Act.

(iv) The Board should prepare and maintain a Public Register of Assets and Liabilities of all recognized secondary schools in the Secondary Education Planning Area, in accordance with the provisions of the Act (vide Section VII below).

(v) The Board should perform such functions as may be vested in it by the Act in respect of ensuring that Management Committees of private secondary schools in the area are constituted and perform their duties in accordance with the provisions of the Act (vide Section VIII below).

(vi) The Board should perform such functions as may be vested in it by the Act in respect of ensuring that the levy of school fees is regulated and fee remissions are granted in accordance with the Act in all public secondary schools and aided private secondary schools in its area (vide Section IX below).

(vii) The Board should administer the provisions of the Act regulating payment of Grants-in-Aid to aided private secondary schools as well as Municipal Schools in its area.

32. The new law should provide specifically that in the performance of the foregoing functions, the Board shall be subject to the control of Government, such control being exercised through the Director and officers subordinate to the Director in respect of such matters as may be specified by statutory rules.

33. There are two views (within the Ad hoc Committee) about how the Secondary School Board should be constituted. The new law should be drafted in such lines as to permit either view being given effect to initially, and also to permit changes being made as required in the light of experience. As regards the initial choice to be made between these two views, the Committee recommends that the view expressed in paragraph 34 below should be adopted.

34. One view about the mode of constitution of the Secondary School Board is set out below :—

(i) The Board should consist of a Chairman and eight other members.

(ii) The District Education Officer should be ex-officio Chairman of the Board.

(iii) One member should be a member of the Education Standing Committee of the District Development Council and hold office for a year subject to re-election.

(iv) Three other members should consist of one Headmaster of a public secondary school, one Headmaster of a private secondary school and a person who has participated in and possesses adequate practical knowledge and experience of management of a private secondary school.

(v) The other four members should be non-official educationists resident in the Secondary Education Planning Area. They should be chosen and appointed by the Government from a panel of names recommended by the Director.

(vi) The terms of office of members referred to in (iv) and (v) above should be so fixed that ordinarily not more than two among them will cease to hold office during any one year.

(vii) The Chairman should be the executive officer of the Board. He should be assisted by a serving officer of the Education Department of the rank of Junior Madras Educational Service Officer who should be the Secretary of the Board.

35. The other view about the mode of constitution of the Secondary School Board differs from the foregoing view mainly in respect of the role of the District Educational Officer. In this view, the District Educational Officer should not be a member or Chairman of the Board and should be an external authority responsible to the Director for inspection of all secondary schools and supervising the administration of the Act in the Secondary Education Planning Area (or Areas) in his charge. According to this view, the mode of constitution of the Board should be as follows :—

(i) The Board should consist of an Honorary Chairman and seven other members.

(ii) The Honorary Chairman and two other members should be chosen and appointed by the Government, after consultation with the Collector and the Director. All of them should be persons residing in the Secondary Education Planning Area. At least one of them should be a person possessing adequate practical experience of public administration, otherwise than in the Education Department of the State Government.

(iii) One member [as in paragraph 34 (iii) above].

(iv) Three other members [as in paragraph 34 (iv) above].

(v) One member who should also be the Executive Officer of the Board should be a serving officer of the Education Department of the rank of a junior Madras Educational Service Officer, subordinate to the District Educational Officer.

(vi) The term of office of the Honorary Chairman should be three years, with eligibility for reappointment for a second term. The terms of office of the other members referred to in (ii) and (iv) above should be so fixed that ordinarily not more than two of them will cease to hold office during any one year.

(vii) The Act should define the powers and duties of the Board, the Honorary Chairman and the Executive Officer in relation to one another on the same basis as the powers and duties of a Municipal Council, its Chairman and the Municipal Commissioner.

SECTION VI—SECONDARY EDUCATION SERVICE CADRES.

36. For every Secondary Education Planning Area, a Secondary Education Service Cadre should be constituted. All secondary school teachers who are in the permanent service of any district board or panchayat on the date of constitution of the Secondary School Board should become members of the Cadre. There should be a statutory guarantee of their remuneration, pension, gratuity and other pecuniary conditions of service against adverse alteration.

37. The Government should have power, by order, to direct that all secondary school teachers employed in a school maintained by Government or a municipality or the Corporation of the City of Madras, shall become members of the Cadre. There should be a statutory guarantee of their remuneration, pension, gratuity and other pecuniary conditions of service against adverse alteration. The Director should be vested with power to secure that their legitimate expectations in respect of seniority fixation and promotion are safeguarded.

38. Except as otherwise provided in paragraphs 36 and 37 above, all first appointments to the Cadre should be made by recruitment through the Public Service Commission. There should be statutory rules, regulating the pay and allowances, postings, promotion and transfers, disciplinary control and other service conditions of members of the Cadre.

39. The Secondary School Board should be the administrative controlling authority in respect of the Cadre. Provision should be made for the exercise of appellate jurisdiction by the Director and revisional jurisdiction by the Government.

SECTION VII—PUBLIC REGISTERS OF ASSETS AND LIABILITIES OF SECONDARY SCHOOLS.

40. Every Secondary School Board should, as soon as may be after its constitution, undertake a statutory enquiry into the assets and liabilities of every secondary school (private as well as public) in the area in its charge. Correct and complete particulars should be ascertained and recorded in respect of every school, specifying the lands, buildings, fixtures and other properties, movable and immovable forming part of the property of the school, as well as particulars of endowments, funds and other assigned sources of income of the school. The nature of all liabilities of the school should be similarly ascertained and recorded. The law should contain specific provisions for ensuring that all relevant records and other information are furnished to the Board. There should be a statutory procedure for compilation, preliminary publication, disposal of claims and objections, and final publication of a statement of assets and liabilities for every school; and a Public Register of Assets and Liabilities of all secondary schools of every Secondary Education Planning Area.

41. A similar procedure should be followed whenever any new secondary school is recognised.

42. Any changes occurring from time to time in the assets and liabilities of every school should be recorded in the Statement of Assets and Liabilities maintained by the school-management, reported to the Board and recorded in the Public Register of Assets and Liabilities maintained by the Board.

43. The rules relating to annual audit should secure that the statement and Register are scrutinised annually, that the entire income due from the assets entered in the Public Register has been made available to the school and brought

into account; and that expenditure incurred out of school funds is limited to the purposes of the school and the discharge of liabilities, if any, which are specifically entered in the Public Register.

SECTION VIII—MANAGEMENT COMMITTEES OF PRIVATE SECONDARY SCHOOLS.

44. It is, at present, a condition for recognition of a new private secondary school that the management should provide not only initial capital outlay in respect of premises, buildings, fixtures, furniture and equipment but also an endowment of Rs. 35,000. The rule should be slightly modified, so as to require an endowment of Rs. 35,000 plus another 5,000 rupees in respect of every section in excess of six sections.

45. Whenever any private secondary school, already in existence on the date of the Act, opens a new section, it should be under obligation to provide not only the initial capital outlay involved in respect of premises, buildings, fixtures, furniture and equipment in respect of the new section, but also an endowment of Rs. 5,000.

46. In order to ensure that private secondary schools fulfil the obligation to provide endowment as thus specified, the rules should provide for concurrence of competent authority being obtained to the opening of a new section. The procedure should be so devised that the opening of a new section in respect of which the prescribed conditions are fulfilled is accorded by competent authority in time, without hampering admissions at the beginning of the academic year.

47. Every private secondary school should constitute a separate management unit, except in cases where the same agency maintains and manages more than one school in the State. In the excepted cases, all the secondary schools which are situated in the same Secondary Education Planning Area may come under a single management unit. In such cases, an existing rule requires the constitution of an Advisory Committee for each school separately. This provision should continue. Secondary schools situated in different Secondary Education Planning Areas should not be grouped together as a single management unit.

48. A single individual should not be permitted to have exclusive control over the management of any school. Every school or a group of schools, which constitutes a single management unit, should have a School-Management Committee. The Committee should have not less than five members, exclusive of the headmaster of the school who should be a member of the Committee ex-officio. The memorandum of association or other instrument specifying the manner in which the members of the Committee are to be chosen should be such as to satisfy the Director that the composition of the Committee fulfils the following conditions, viz. :—

(1) It should be composed of persons who are in a position to exercise independent judgment and who are likely to be able to discharge their duties under the Act satisfactorily.

(2) The number of members (other than the headmaster) who are related to one another should not exceed one-sixth of the total strength.

(3) An employer and an employee should not, except in the case of the headmaster, be members of the same Committee.

49. The Act will provide for the continued recognition of all approved Management Committees functioning on the date of the commencement of the Act. At the same time, power would be vested in the Director in respect of any existing secondary school where the foregoing conditions are not, in his opinion, fulfilled, to specify the deficiency and require it to be made good to his satisfaction as a condition of continued recognition. The Management Committee should have authority under the Act to remove the deficiency and make such changes as are necessary to conform to the Act.

50. Every Management Committee should designate one of its members as its correspondent. There should be no objection to the headmaster being the correspondent.

51. No member of a School-Management Committee should (while being such a member) possess or acquire any interest in any subsisting contract made with, or work being done, for the school.

52. The manner in which accounts relating to the funds of the school are to be maintained, and the duties to be performed by the School-Management Committee in respect of the custody and management of the school funds and the maintenance of the school accounts relating thereto, should be prescribed by statutory rules.

53. The Act should vest the Director with powers after due enquiry to declare any person to be unsuitable for membership of the Committee or performance of the duties of a correspondent. The Act should provide for giving effect to such declaration.

54. There should be a statutory definition of mismanagement which should include—

(i) failure to perform duties specifically laid by the Act on the School-Management Committee ;

(ii) failure to maintain regular payment of salaries to school employees ;

(iii) misuse of powers vested in the Committee for private benefit ;

(iv) improvident management of the school funds and school properties including persistent disregard of canons of financial propriety ;

(v) conduct of the business of the Committee in such a manner as adversely to effect the morale and discipline of pupils or the school employees ; and

(vi) victimisation of school employees.

55. The new law should specifically vest the power in Government (after causing due enquiry to be made) temporarily to suspend a School-Management Committee for mismanagement and in such cases to transfer the management temporarily to the Secondary School Board for a specified period, pending the removal of the defects in the management of the school and reconstitution of the School-Management Committee.

56. In the event of mismanagement of a school by a School-Management Committee, reconstituted after temporary suspension, the Government should have power to abolish the Committee, transfer the assets and liabilities of the school to the Secondary School Board, and vest the management of the school in the Board permanently. Such transfer should be effected without liability

to pay any compensation in respect of the assets of the school as recorded in the Public Register.

If any private property is used for school purposes, the rights of the private owner of such property should remain unaffected by the transfer.

SECTION IX—SCHOOL FEES AND FEE REMISSIONS.

57. It should be the aim of regulation of school fees to secure that during 1965-66, the income actually realised from school fees and miscellaneous educational receipts is not allowed to fall below 50 naye Paise per capita per annum. Together with Government Grants, the target level of expenditure should be 150 naye Paise per capita per annum.

58. The rates of "Tuition Fees" actually in force in any secondary school, on the date of commencement of the Act should be deemed to be "Approved Rates of Tuition Fees" for that school. At present, prior approval of competent authority is not required before any aided private secondary school raises the scale of Tuition Fees. In future, the Act should provide that the approval of competent authority should be required before tuition fees are enhanced in any Secondary School; and that—

(i) such approval should not be withheld where the enhanced rates of tuition fees will not exceed rupees forty per annum in respect of Forms I to III and New Standards VI and VII and rupees eighty per annum in respect of Forms IV to VI and New Standards VIII to X. The corresponding limit in respect of New Standard XI should be specified by statutory rules in due course before 1962-63; and

(ii) in any other case, the competent authority may withhold approval if it is satisfied that the school budget can be satisfactorily balanced without such enhancement.

59. All "Special Fees" in every secondary school should be consolidated into a single Special Fee, the proceeds of which should be available for all purposes for which separate Special Fees are leviable under existing rules, without particularisation or earmarking of particular amounts for particular purposes. In fixing the rates of Special Fees, however, the rate approved for each of these purposes should be specified.

The actual expenditure for particular purposes should not be allowed to fall short in any year of one-half of the component part of the collection attributable to such purpose at the rate specified for that purpose.

60. The rules and orders at present in force for the grant of fee-remission should be revised as recommended in this section and embodied in new Statutory Rules.

61. At present, half-fee remission is admissible in Forms IV to VI in all secondary schools to all poor pupils of the Backward Classes. During 1959-60, Form IV will be abolished and replaced by New Standard VIII. In that year, half-fee remission should be made available in New Standard VIII to all poor pupils irrespective of whether they belong to non-Backward Classes or Backward Classes.

During 1960-61 and 1961-62, Forms V and VI will be abolished and replaced by New Standards IX and X. New Standard XI is to be instituted in 1962-63. Grant of half-fee remission to all poor pupils should be extended to New Standards IX, X and XI during three successive years, 1960-61,

1961-62 and 1962-63. Thus, upon completion of reorganization of the curricula of secondary education—(i) there should be full-fee remission for all poor pupils in New Standards VI and VII and (ii) there should be half-fee remission for all poor pupils in New Standards VIII to XI in all secondary schools of the State.

62. Under present rules, there are certain categories of pupils who are eligible for full-fee concessions in Forms I to VI (for example, Harijans, certain categories of non-Harijan Backward Classes who, for this purpose, are required to be placed on the same footing as Harijans, political sufferers, Non-Gazetted Government employees, Local Authority employees, and school teachers). The following recommendations are made in respect of the grant of full-fee remissions in existing Forms I to VI and new Standards VI to XI of secondary schools :—

(i) Existing concessions should continue in Forms I to VI until the Forms are abolished and replaced by New Standards VI to XI.

(ii) The pupils who would be eligible under existing rules to full-fee remissions in Forms IV to VI should continue to be eligible, after reorganization, for full-fee remission in New Standards VIII to XI.

(iii) Government may, from time to time, take such decisions regarding extension of the scope of full-fee remission to other categories of poor pupils to whom it is inapplicable at present as may be considered necessary on grounds of public administrative policy and as may be found to be feasible with reference to availability of funds.

(iv) The entire cost of full-fee remission for all categories of pupils except children of school-teachers, should be separated from the cost of half-fee remissions for all poor pupils and full-fee remissions for children of school-teachers. The former should be treated as administrative concession and the latter as educational concession. While the cost of educational concession should be met from the Basic Grant and Recurring Development Grant (*vide* paragraphs 27 and 28 of section IV above), the cost of administrative concession should be reimbursed separately to the Secondary Education Fund. This cost should not be counted against the targets for Recurring Development Grant.

63. A pupil should be deemed to be a "Poor Pupil" if the annual income of his parents (and/or himself) from all sources does not exceed Rs. 1,200 per annum. Existing procedure for verification and certification of income should be revised so as to avoid loopholes for the concession being extended to pupils to whom they are not intended. To this end, the following procedure should be adopted :—

(1) Non-officials, who (by recent orders) were authorized to sign such certificates should be relieved of this responsibility which must be particularly difficult for them to discharge.

(2) The Revenue Department should be charged with exclusive responsibility for the issue of certificates in respect of pupils living in villages and non-municipal towns ; and for ensuring correctness of these certificates—

(i) the Karnam should continue to be the preliminary certifying officer. He should be required to maintain a register showing particulars of the persons to whom certificates have been issued.

(ii) Any officer of the Revenue Department not lower in rank than a Revenue Inspector may countersign the certificate issued by the Karnam. For this purpose, Revenue Inspectors should be given a seal of office.

(iii) The Tahsildars should be held responsible for checking the registers maintained by the Karnams and satisfying themselves during their tours that the certificates have been issued correctly.

(3) In Madras City and other municipal towns the existing rules can continue to apply [subject to (1) above and the changes specified below]—

(*a*) in the case of any applicant whose income is liable to payment of either a property tax or profession-tax, or both, the certificate of the Commissioner or an officer empowered by him in this behalf, should be insisted on ;

(*b*) where income is derived from lands the Karnam's certificate should be insisted on ;

(4) In cases where the income of the applicant is derived from employment under Government, local authority, company, or factory, the certificate of the employer should also be produced. A necessary addition to the form should be made.

(5) Every certificate should be valid for a period of two years from the date of its issue.

SECTION X—GRANTS-IN-AID.

64. Existing rules and practices regarding assessment and payment of grant-in-aid should be continued under new Statutory Rules, subject only to the changes recommended in this section.

65. At present, a grant is payable for compensation for fee-remission granted in accordance with general rules. This compensation is, at present, assessed on the basis of rates of tuition fees in force in the school during the year 1955-56. With effect from 1960-61, the grants payable during the year in respect of fee remission granted in the preceding year should be assessed at the "Approved Rates of Tuition Fees" (*vide* paragraphs 57 and 58 of section IX above).

66. The existing rules require that there should be a teacher for every form or class and for every section of a form or class in addition to the Headmaster, exclusive of the pandits and the specialist teachers. The statutory rules should provide for the approved number of teaching posts as below :—

(i) The approved number of teaching posts shall consist of—

(*a*) one class teacher for every section ;

(*b*) an authorized reserve of one additional teacher for every ten sections provided that the prescribed minimum number of hours of work for each such teacher (viz., 17 hours per week) is observed ;

(*c*) as many pandits as may be necessary subject to the condition that where more than one pandit is employed for any language, the prescribed minimum number of hours of work for each pandit (viz., 17 hours per week) is observed ;

(*d*) specialist teachers according to the prescribed scales with reference to prescribed criteria ; and

(*e*) such other teachers as may be appointed with the prior approval of competent authority.

67. (i) The statutory rules should also provide that the scales of pay shall not be less than the following, viz. :—

(*a*) Secondary scale—Rs. 50—3—110—5—120.

(*b*) L.T. scale—Rs. 100—5—125—10—205.

(*c*) Headmaster scale (schools with 24 sections and below)—Rs. 200—10—300.

(ii) A school which does not adopt the above scales will not be eligible for the concession granted in paragraphs 68, 69 and 70.

(iii) In schools which are already adopting more liberal scales of pay the maximum scales of pay that will be admissible for purposes of assessment of grant shall be the following :—

(*a*) Secondary scale—Rs. 50—3—110—5—130.

(*b*) L.T. scale—Rs. 100—5—140—10—200—15/2—230.

(iv) For Headmasters of schools with 25 sections and more, the pay scale will be Rs. 250—15—400.

(v) Where in any school, the existing scales of pay are revised, such revised scales should be applicable to all categories of teachers including Headmasters. In refixing pay in the revised scale, the stage should be so fixed as to provide (subject to the minimum of the scale) an advantage of five rupees for secondary teachers and ten rupees for L.T. teachers and Headmasters.

68. At present, expenditure on dearness allowance is not taken into account for the purposes of determining the net cost on which the Code Grant is payable. A separate grant equal to one-half of the expenditure on dearness allowance is payable. This should be changed. Dearness allowance should be included in the items of expenditure taken into account for purposes of determining the net cost.

69. The following items of expenditure are neither taken into account for purposes of determining the net cost, nor is any separate grant paid.

(i) Contribution made by managements for provident fund ;

(ii) Fire insurance premia ; and

(iii) Remuneration paid to private auditors.

These three items should be taken into account in determining net cost.

70. In respect of every item of expenditure which is taken into account for assessing net cost, the criteria which determine the limits of admissible expenditure which may be approved for purposes of determining the net cost should be reviewed, and revised where necessary in the light of experience, and embodied in statutory rules. Future changes in such statutory rules should be made after publication, in draft, of the intended changes and ascertaining and considering the opinion thereon of Secondary School Boards.

71. At present, actual income is not taken into account for determining the net cost. A notional income is assessed for this purpose. This should be continued. The Teaching Grant should continue to be assessed at two-thirds of the net cost.

72. (i) If, as a result of payment in full of Fee Remission Compensation Grant and Teaching Grant based on a notional income, an " Excess Surplus "

is liable to accrue to any secondary school in any year, an amount equal to such excess surplus should be deducted from the aggregate amount of grants otherwise payable to such school.

(ii) An Assessed Surplus shall be deemed to accrue, if the actual income exceeds the actual expenditure as defined below, viz.—

(*a*) *Actual income*.—This will consist of actual fee collections plus the Code Grant determined at two-thirds of the net cost plus the Fee Remission Compensation Grant plus the Registered Private Income.

(*b*) *Actual expenditure*.—This will consist of the amount of approved expenditure taken into account for purposes of determining the Net Cost plus such other expenditure as may be actually incurred and recognized in this behalf specifically by competent authority plus the Management's share of expenditure incurred on Merit Scholarships and Bifurcated Courses.

If the Assessed Surplus exceeds a sum representing five rupees per pupil enrolled in the school, such excess shall be referred to as the Excess Surplus.

NOTE :—" Registered Private Income " means the income derived from use otherwise than for school purposes of premises and school property as well as from other assets of the school specified in the Public Register of Assets and Liabilities of Secondary Schools (*vide* paragraph 43 of section VII above).

73. The Secondary School Board will be the local agent of the Director for purposes of administering the revised Grant-in-Aid Rules. Payment of grants should be made for the Secondary Education Fund.

SECTION XI—AUDIT.

74. The accounts of the Secondary School Board should be audited by the local audit staff of the Examiner of Local Fund Accounts.

75. The present arrangement by which the accounts of aided private schools are audited by the departmental audit staff under the Director should be discontinued and replaced by audit by the local audit staff of the Examiner of Local Fund Accounts.

SECTION XII—PLANNING AND DEVELOPMENT.

76. Every secondary school should draw up two triennial programmes, one for the period 1960-61 to 1962-63 and the other for the period 1963-64 to 1965-66. These programmes should give effect to the reorganization of school curricula as already decided upon. They should also make provision for the opening of new secondary schools and expansion of existing secondary schools with reference to the funds at their disposal.

77. The objective to be kept in mind in planning and executing the two triennial programmes should be the removal of existing disparities between different local areas of the State. Approximate parity of levels of public expenditure should be attained during 1965-66 not only among all Secondary Education Planning Areas of the State, but also within every Secondary Education Planning Area, among all the development blocks, and all municipal towns which are situated therein.

QUESTIONNAIRE FROM THE WCOTP RURAL EDUCATION COMMITTEE TO NATIONAL MEMBER ORGANIZATIONS

In an endeavour to analyse the problem of providing educational opportunity for children in rural areas, we invite your co-operation by way of comments and suggestions in answer to the following questionnaire, as it applies to conditions in your own country.

It is our aim, through WCOTP, to publish a report and organize an exchange programme, to enable the countries with problems to profit from the available information relevant to possible solutions.

1. What is the extent of education provided in rural areas ?
   - (a) Primary education —
   - (b) Secondary education —

2. In rural areas :
   - (a) Does the type of education provided differ appreciably from that provided in urban areas ?
     If so, how, and at what level, primary/secondary ?
   - (b) Has this type of education any marked effect upon the attitude of rural children towards their environment ?
     What is being done in the schools to make rural life more attractive ?
   - (c) Are there facilities for Crafts, Music, Physical Education, Sport, Community Service ?
   - (d) Is provision made (i) in the curriculum, (ii) outside the curriculum, for children to acquire vocational education such as for Industry, Agriculture, Commerce ?
   - (e) Are buildings adequate for the education of rural children ?
   - (f) Is equipment adequate for the education of rural children ?
   - (g) Are parents generally satisfied with the education provided for their children ?
   - (h) To what extent are parents associated with the developments of the curriculum ?

3. What provision is made for the education of children living in small communities isolated because of distance from the centre of administration or because of inadequate means of communication ?

4. (a) What special provision is made for the training of teachers for rural schools ?

   (b) What educational guidance is given to teachers in these schools ?

5. At present, what are the most difficult and urgent problems in providing education in rural areas ?

6. What developments in your country do you consider significant and likely to offer useful patterns for other countries ? We would be glad to receive copies of immediately available descriptive or critical material relating to these developments.

[Answers to the above questionnaire are invited—*Ed.*]

GOVERNMENT OF MADRAS

Abstract.

Education—Educational institutions Aided and Local Body—Teaching and non-teaching staff—Increase of Rs. 5/- in dearness allowance—Sanctioned.

Health, Education and Local Administration Department.

G.O. Ps. No. 372, *Education, dated the 25th February,* 1959.

READ :

G.O. Ms. No. 1985, Education, dated 31-10-1956.

G.O. Ms. No. 2276, Education, dated 29-12-1956.

G.O. Ms. No. 571, Education, dated 2-4-1957.

G.O. Ms. No. 105, Finance, dated 5-2-1959.

ORDER

The Government sanction an increase of Rs. 5/- in the dearness allowance payable to all members of teaching and non-teaching staff in elementary schools including basic schools under all managements, (aided, local body and Corporation of Madras) with retrospective effect from 1st December, 1958, i.e. pay for December 1958 payable in January, 1959. The additional expenditure involved will be met by the Government. The expenditure will be debited to relevant sub-heads under " 37. Education ".

2. In respect of aided educational institutions other than elementary schools and basic schools under the control and supervision of the Director of Public Instruction, including Special Schools, Middle Schools, High Schools, Anglo-Indian Schools, Colleges, etc., the managements are permitted to pay to all members of the teaching and non-teaching staff, drawing a pay not exceeding Rs. 300/- p.m., an additional sum of Rs. 5/- as increase in dearness allowances with effect from the salary payable on 1st January, 1959. The additional expenditure involved will be entirely met by the Government. The expenditure will be debited to relevant sub-heads under " 37. Education ".

3. These orders will apply to the staff employed in educational institutions in Kanyakumari District also.

4. The order is issued with the concurrence of the Finance Department—vide their U.O. No. 15186-Alls/59-1, dated 16th February, 1959.

(By Order of the Governor)

K. GHULAM MAHMOOD,
Secretary to Government.

Copy to the President, South India Teachers' Union, Madras-28.

(True copy)

Forwarded.

(By order)

(Sd.)

Superintendent.

BASIC AND NON-BASIC SCHOOLS

V. KRISHNAMURTHI

There are two angles from which Basic Education can be viewed. One view is to take it as a process of effecting social revolution and the other as an educational process. As Dr. Zakir Hussain expressed in the 5th Basic Education Conference at Perianaickenpalayam in 1949 :

"The Basic Education technique is good in itself, as a teaching method it remains good even in the context of a different social order. But it can be seen at its best when it is worked out in the context of the non-violent and truthful social order for which it was conceived. Basic Education is in fact an efficient technique of teaching allied to a revolutionary social ideology. This alliance we wish to maintain".

As a mere teaching technique and method, Basic Education will be an incomplete dependent thing lacking the grandeur and indealism of the mind that conceived it and gave an initial shape to it. We should not think of Basic Education in terms of mere "Activity technique," "Learning by doing process," "Project technique" or education through manual and vocational training, but as a comprehensive and complete system of education for training body, mind and spirit. Gandhiji's idea of the individual and his relationship to society is explained in the following passage : "Life will not be a pyramid with the apex sustained by the bottom. But it will be an oceanic circle whose centre will be the individual always ready to perish for the village, the latter ready to perish for the circle of villages till at last the whole becomes one life composed of individuals, never aggressive in their arrogance, but ever humble, sharing the majesty of the oceanic circle of which they are integral units". This gives us direction with regard to social approach in education.

I would not attempt to discuss the philosophy and ideals of the Basic Education concept here, as much has already been contributed by individuals and institutions engaged in this field and the volume of literature in this area is growing every day. As one engaged in actual teaching and organisation of teaching in the ordinary school situation, with classes, sections and groups in charge of teachers in the ordinary sense of the term, I wish to place before you some suggestions *for effective organisation of schools.* I here confine myself to the stage of education which is called the basic stage or elementary stage, that is Grades I to VII.

In the actual working and apportionment *of time for different aspects of* education the patent contrast that we find between an ordinary school and a basic school is that while in a basic school more than half the time of the school is spent by the pupils engaged in actual "creative," "purposeful," and "socially useful activities" and learning also while doing, in the non-Basic Schools pupils are engaged in the study of a number of text books as per subjects allotted in the time-table. Basic Schools generally begin with "sufai" or cleanliness activities in which all the pupils of the school share. This is done more for training the pupils in certain body movements and developing right attitudes, than as a means of an economy drive by the management. The grand concepts of religious humanism, egalitarianism, socialistic pattern, sarvodhaya, brother-hood of man and father-hood of God will have no meaning, if groups of akin souls do not share the activi-

ties of the group. And the school is 'an idealised society" as Froebel visualised. In addition to developing proper attitude, newer techniques of doing the work in an effective way can be evolved as a group progresses with the work. Then the boys and girls assemble for common prayer which is followed by a health check up, daily news announcements, and other matters of common interest. The first period may be utilised for teaching through correlation knowledge barring on the experiences of pupils at home and in school during 'sufi", prayer, health check up and daily news announcements. If celebrations are to be organised or if organisation of other projects is to be undertaken, that might also be taken up then. The next two periods are utilised for organised work in Basic Craft. Now that there is a lot of literature on the organisation of craft work in school, this matter need not absorb our attention here. These points however should be borne in mind in organising Basic Crafts in schools. The Craft should be a continuous growing and complete thing and beginning from first grade pupils should grow in that work till they leave the school with a fair degree of attainment that can be put to use if necessary. Also, there must be an attempt at securing integration and co-operation in craft work in the school. For example cleaning of cotton is done by the earlier grades. The middle classes will remove the seeds. The higher classes will be preparing slivers. The result of common work will be shared by all the classes. The earlier classes will use the silvers for spinning in takli and the higher classes in charka. The two top-most classes (VI and VII) will use the yarn produced in the school for weaving. Other crafts can be organised on the basis of the above comprehensive principle. Garden work leading to agriculture if possible will be another continous activity in the school. The work experiences form the basis of correlation for the knowledge to be imparted to the pupils. The original authors of Basic Education condemned book learning and in this they are one with all the educational thinkers from Rousseau to Dewey. But forces are at work that generally nullify the ideal and revive the academic objective in its place. In addition to the systematic teaching of knowledge correlated with the Basic Craft, the school council should prepare a list of other activities month-war and term-war in such a way that adequate experience and knowledge given to pupils so as to cover the quantum of knowledge expected as per the revised elementary school syllabus.

The vital problem of Basic Education which is stressed by all leaders in this field, is to provide for the easy movement of boys and girls into the higher stages of education after completing the basic stage. This was and is still a great headache to all those working in basic schools. They are like double faced personalities, one face of theirs directed towards "the new outlook on life", a new system of values, a new pattern of living, which if accepted and acted upon on all walks of life bids fare to become a powerful social force in solving most of the problems of the community which centre on the basic needs of food, clothing, shelter, health, citizenship, recreation, work and worship ; and the other face preparing for and fecilitating the boys' entry into the higher stage of education made available at present. This is not apt to undergo the revolutionery changes as thought of. Gandhiji said that Basic Education is a means of all round drawing out of the best in child and in man—body, mind and spirit. If this aim is pursued unalloyed admirable results are bound to emanate. If however academic progress for fitting the boy into the higher stages of education as it is available now is aimed at, then only partial results can be achieved. Compared to schools where full time is allotted for academic study planned in tune with the needs of the high school a basic school is bound to suffer, for the reason that the objective here is different.

The high school which is influenced by the needs of university education is developing a kind of dislike for the basic school and the authorities of the high schools would if possible discourage the admission of the products of basic schools in their own institutions. This is one of the reasons for the slow conversion of the elementary schools into basic schools especially in urban areas. All are agreed that there should be one type of education both for villages and for cities.

As K. S. Acharlu in his letter to the Editor 'Teaching' says "If education given in the country from the beginning to the end, the primary, middle, secondary and high and higher should be inspired by its principles, it will solve a problem now faced between basic and non-basic type." As far as I could understand, the general tenor of educational reconstruction is moving very slowly in this direction.

Dr. Zakir Hussain's suggestion in his article in "Buniyadi Talim", April 1958 issue is of some guidance here. He says :

"Since the State Governments and the Government of India have found it useful it is necessary to declare it as the only system of elementary education throughout the country and all the schools should be reconstituted on basic lines as early as possible. Craft need not be given the same important place in the education of children below 6 years and above 14 years. The post-Basic Schools should be developed on the line of multipurpose schools, one of the alternative courses being a continuation of the Basic Way".

One of the recommendations of the All India Basic Education Seminar, Haumshavi January 1958 was as follows :—

It was emphasized that there should be no parallel systems of education at the Secondary stage. Post-Basic schools should form an integral part of the reorganised schemes of Higher Secondary Education. They will be one of the types of the multi-purpose courses. The examination of the students of Post-Basic Schools also should be conducted by the Board of Secondary Education of the States." A compromise has necessarily to be effected and our aim in Basic Schools now should be to maintain academic standards comparing favourably with the ordinary schools, in addition to the developing of balanced personality in the child. Or, by one stroke all schools should go the Basic way stressing "balanced personality development" as the objective of work in schools. The poor teacher who is the man on the spot should not be made the object of criticism from people having varied and differing notions on the objective of education. The ordinary teacher wants a carved out path and also a picture of the goal to which he is expected to lead his charges on. And majority of teachers in schools are but *ordinary*.

All revolutions in education started with condemnation of books and text books. The pioneers in Basic Education were also against books. But what a sight it is now! The schools and text books are strengthening as inseparable adjuncts and load of books is increasing in recent times!

If educationists are serious about effecting this essential reform on which pages and pages have been written by educationists from Rousseau downwards to Dewey and Tolstoy to Gandhiji and bringing in the real way of learning by doing for living, there is no other way in India excepting through the rapid spread of Basic Education. And hand books for teaching the subjects in a functional and correlated way become a desideratum.

I suggest that separate periods daily for mother tongue and arithmetic may have to be provided in the time-table of the school and portions covered in the functional rather than the ordinary way.

In Basic schools greater opportunities should be provided for working in groups so as to instil the attitude of co-operation, mutual help and social learning and training.

Thus the school must gradually become intimately related to the community and if festivals and other celebrations are organised in the schools in which the parents and villagers share there will be a real growth of what are called community schools. The pilot project scheme of Madras State will strengthen the Basic Education movement in this direction.

THE EXAMINATION PROBLEM

Mr. B. Da CRUZ,
Institute of Education,
Malet Street, London W.C. 1.

In 1953, the Secondary Education Commission presented in their Report a thorough analysis of the problem of examinations and evaluation and had submitted that the evaluative system as it then existed (not very different from the present) was unsatisfactory. In an attempt to improve the system, it had laid down certain recommendations. Had we tried to work on those lines, one feels that much progress would have been achieved in the methods of evaluation.

In 1958 however, Educational Journals of standing like the Education Quarterly (June 1958) published by the Ministry of Education are still publishing arguments on whether to retain or not to retain examinations as an evaluative technique. This seems to be an unfortunate regressive move which is lamentable.

The Commission had classified examinations into two categories—internal and external. The most important purpose of the internal, it said, was the evaluation of progress. The external was said to have two main purposes, viz., selective and qualifying. After arguing that examinations had a place in an educational pattern, it had recommended that "there should be only one public examination to indicate the completion of the school course". It had added "even the final public examination need not be compulsory for all; that is, if pupils so desire they need not take it. However, every pupil who completes the school course will get a school certificate based on school records testifying to his progress and attainments in different directions in school".

From the analysis and recommendations of the Commission with regard to examinations, it seems that for the majority of students the examinations which should matter are the internal. Furthermore, in view of the fact that emphasis had been laid on the assessment of each student's progress and attainment, it seems that the immediate concern of educationists and educators should have been the framing of tests with a diagnostic purpose. But we seem to have lost sight of those wise directions. It appears rather disappointing that instead of following up the recommendations by re-searchng into standardisation of attainment tests in different school subjects and studying their effect, we should be rethinking about the 'abolishment of examinations', 'the defects of the examination system', 'the need for reform', 'the bases of improvement in examination', etc., all of which had been considered at some length by the Commission.

One feels also that the academic wranglings as to whether essay type of examinations should supplement objective type of tests are due to the fact that the arguers do not propose suggestions with reference to different levels of educational process.

On the whole, it is agreed that objective type of tests is better than essay-type of tests with regard to the assessment of factual knowledge. But it has often been said that objective type of tests does not measure many segments of human behaviour, as for instance in styles of writing, in the interpretative approach, in lucid and logical analysis of problems, etc. This criticism has its place. The student of Ph.D. or M.A. who can remember historical data but who does not understand the underlying pattern of historical development will be an asset to this criticism. So also will the student studying for a degree be a support to the argument, who knows that Milton wrote the Paradise Lost and that Rama fought for the recovery of Sita, but who does not know that these epics are peaks of some periods of literary development. One could adduce examples *ad nauseum to say that objective* type of tests does not test much of what is subtle and what one should know. However, three questions for the educator at the Secondary school level, at least, are (1) Do we expect students at the Secondary school level, and more so those of the compulsory schooling age, to have such knowledge of a kind which requires a degree of maturity which we suppose is normally not theirs ? (2) from students of what level should we expect the finer points in any study ? (3) need we give formal tests in order to find out the mature personality and the finer points of scholarly learning ?

My personal feeling is that depth in knowledge should not be tested formally in the Secondary school. The teacher should try to foster an attitude towards depth. He could try to make students try different styles if they so wanted. He could discuss patterns of economic or historical development on the basis of facts. Thus, I would leave the child to develop himself at his own rate helping him by means of class discussions, symposiums, debates, wall-papers and such other activities. Nevertheless if some kind of assessment of such activities were necessary, the teacher could be left to form his judgments on the basis of the student's curricular and co-curricular activities. The objection that teacher's assessments of personality may be subjective had been met by the Commission and hence it is pointless to repeat. Moreover, essay type of tests has not proved reliable as we gather from recent researches. Also, they are difficult to be marked even by trained men. Therefore let us stick to objective type of tests and try to get the best out of them.

A CORRECTION

In our February issue of "The South Indian Teacher", the author of the article "The role of teacher in Free India" is Vidwan Sri S. Somasundaram, M.A.L.T., Headmaster, Nehru High School, Puthanampatti.

OUR LETTER BOX

Sir,

It is proposed to hold the Thirteenth All India Nai Talim Conference at Rajpura from the 25th to the 27th April, 1959. The Conference will consider the programme of expansion of Basic education in different States, the development of Post-basic Education and the problems of Teacher-Education. It will also consider the scope of Nai Talim amongst the villages in India offered in Gramdan and seek to apply the principles and practices of Nai Talim in reconstruction work in these villages. Acharya Vinoba Bhave will attend the Conference towards the end.

An educational Exhibition will also be held along with the Conference.

Intending delegates may contact the Secretary, Hindustani Talimi Sangh, Sevagram, Wardha and enroll themselves by paying Rs. 3 as delegate fee. A large number of workers of basic education are expected to attend the Conference and participate in its deliberations. Railway concessions are available to such of the Delegates as are not recipients of any travelling allowance from any State or Central Government or any statutory agency.

Rajpura is next to Ambala on the Delhi-Amritsar Railway line. It is also the place where the Hindustani Talimi Sangh organised educational work under the invitation of the Ministry of Rehabilitation, Government of India. It is also a centre of a net-work of Khadi and Village industries organised by the Kasturba Seva Mandir under the guidance of Bibi Amtus Salam.

Other particulars can be had from the Secretary, Reception Committee, Kasturba Seva Mandir, Rajpura, Punjab.

SECRETARY,
Hindustani Talimi Sangh,
Sevagram.

OUR BOOKSHELF

ENGLISH WITH A PURPOSE— Book-3 : by Roy Patterson. Price 5 sh. (Nelson & Sons). Following the general plan of the series referred to in our review of Books 1 & 2 in earlier issues their present volume, stresses on the points outlined below.

Revision and extension of work already done, along with :

Sentence work—analysis ; verbs ; nouns, adjectives and adverb clauses ; emphasis by inversion, by repetition ; agreement of verb with collective noun.

Parts of speech—Pronouns.

Correspondence—ordering goods by post ; sending postal and money orders.

Composition—descriptive writing ; giving directions to strangers.

Use of words—choosing the right word ; one word as different parts of speech ; similes, metaphors ; synonyms, antonyms, homonyms, homographs.

Business training—Committee work.

NEWS AND NOTES

THE TANJORE DISTRICT HEADMASTERS' CONFERENCE

The headmasters of the Tanjore District met at a conference on January 24, 1959 at Thiruvalanchuzhi. Mr. R. Venkatarama Iyer, Managing Trustee, T. V. P. Charities, welcomed the gathering.

In the absence of Mr. M. M. Ghani, Divisional Inspector of Schools, Madurai, the conference was inaugurated by Mr. A. Joshua, District Educational Officer, Tanjore West. Mr. Joshua said that the scheme of reorganised studies was a definite improvement on the present system and it was their duty to work whole-heartedly for its success. At present the standard of attainment on the part of pupils was disappointing. He hoped that this would be rectified by the introduction of English in the V standard. He also said that pupils could not afford to neglect Hindi under the new scheme in which it has become an examination subject.

Sri A. Rajagopala Iyengar, President of the Headmasters' Association, who presided over the conference stressed the need for improving the educational standards and arresting the abnormal increase in the number of failures in the recent years at the S.S.L.C. Public Examination. He advocated the holding of a Government examination at the end of VIII Standard and selecting pupils for the academic course. The unsuccessful pupils should be diverted to multi-purpose schools where they could develop their talents.

Sri C. Padmanabhan, District Educational Officer, Tanjore East, dwelt at length on the problems of organisation and administration with special reference to the supervision work of the Headmasters. He pleaded for a change in the outlook of the teacher in the class rooms. He said that the teachers in general were a band of loyal workers; and should they be given proper academic guidance, they would rise to the occasion. He stressed the need for co-operative planning and group study on the part of teachers of the lessons to be done. The Headmaster should not lose himself in routine office work, but should devote sufficient attention to academic work by careful supervision of the work of the teachers and giving them the necessary guidance. He should create greater trust in his colleague and should try to win the co-operation of every member of the staff. The work for the year should be well planned before.

Srimathi C. Visalakshi, Inspectress of Girls' Schools said that girls' education had to be on a different pattern from that of boys as less than 5% of the women took to a professional career. Their education should relate to life's problems, more particularly in running their homes.

Mr. M. Duraiswamy, Co-ordinator, Annamalai University Extension Service, spoke on "Modern methods of Teaching in American Schools". He said that cramming should be eschewed. American students were getting practical education and were not book-worms.

In the afternoon, Sri J. Amaladosan, spoke on "Academic Guidance and Methods" and Sri A. Gopala Iyer on the "Reorganised Scheme of Secondary Education." M/s. R. Subramania Iyer, S. Sundaresan Chettiar, S. Subbaraman, M. R. Subburaman, and M. K. Natarajan addressed the headmasters on the new syllabus.

Resolutions were passed urging that an audit code be printed and supplied to all headmasters and that all the con-

cessions and priveleges now enjoyed by the teachers be extended to the members of the non-teaching staff in High Schools.

Sri R. Subramania Iyer, Secretary, proposed a vote of thanks.

MANAGERS' ASSOCIATION OF AIDED MANAGERS' ASSOCIATION, TIRUCHIRAPALLI.

This meeting of the Managers of Aided Elementary Schools in Tiruchirapalli District conveys its regret at the attitude of the Hon'ble Minister for Education towards the managers of Aided Elementary Schools and beg to request that the legitimate and reasonable demands of the Managers may be considered favourably.

This meeting fervently hopes that this decision of the Government may be postponed to a later date giving sufficient time for the managements to adjust their finances so as to enable them to continue their useful work without closing the schools.

It prays for an early announcement of such a reconsidered decision at an early date, at any rate before 27-2-'59.

THE MADURAI DISTRICT AIDED SECONDARY SCHOOLS CLERKS' ASSOCIATION, MADURAI.

The inaugural function of the above Association was held in the Ramanna Hall of the Setupathi High School, Madurai, on 22-2-'59 with Sri V. Sankaran, B.A., B.L., M.L.A., in the chair.

Dr. M. S. Yegnanarayanan, M.B., B.S., Secretary of the Madura College Board, performed the inaugural ceremony.

During the course of his speech, the Chairman said that the claims of the non-teaching staff in service in aided Secondary Schools seemed to be reasonable and that all the privileges given to teachers such as insurance cum pension scheme, educational concessions in Forms IV to VI, security of service by way of Service Agreements should be extended to clerks also. He stressed on the point that there should be no disparity and discrimination between the staff working in the same institution. He advised the members that they should perform their duties faithfully before making their claims as rights and obligations always go together.

Dr. M. S. Yegnanarayanan said that as the Correspondent of the educational institution, he knew full well the grievances of the office staff and that the benefits given to teachers should be extended to the members of the office staff also. He exhorted the members to adopt only constitutional methods for the achievement of their claims.

Sri C. Sundaresaier, Vice-President, welcomed the gathering. Sri L. S. Ramachandran, Secretary, proposed a vote of thanks.

Approved by the Textbook Committee, Madras, for Class Use for Forms V and VI.

WREN & MARTIN'S

A FINAL COURSE OF GRAMMAR AND COMPOSITION

Pages, 448 **Fourth Edition. (Cloth Bound)** **Price, Rs. 2.75**

PUBLISHERS' NOTE

This book of English Grammar and Composition is based on the well-known works on Grammar and Composition, by P. C. Wren and Henry Martin, which have been used as text-books in Schools all over the country for a large number of years. It has been prepared primarily to satisfy the requirements of the revised course in English for Standards X and XI in the State of Bombay; but it will also meet the needs of High School pupils in other States where English in the Secondary School is taught with new aims and objectives and for a shorter duration than before.

The keynote of the book is simplicity—simplicity of language and simplicity of treatment. With the English course now shortened and the pupils' command over the language limited, some portions of the text-books by Wren and Martin, hitherto in common use, excellent as they are, required to be thoroughly revised and sometimes radically modified. The process of simplification undertaken in the present work has not been confined to the explanatory matter and the illustrative examples, but has been extended to the exercises, some of which have been entirely recast to bring them within the vocabulary range of the pupils. The inductive method has been used throughout, and every attempt has been made to avoid difficult technical details of grammar which make the subject so dry and uninviting to pupils learning English.

The book is divided into four parts dealing with (1) The Parts of Speech, (2) The Sentence, (3) Correct Usage, and (4) Written Composition. The aim of the Grammar portion, however, has throughout been practical, namely, to help the pupils to speak and write correct sentences in English within the limits of their controlled vocabulary. In the Composition section, the chapter on Comprehension is an entirely new one. Suitable passages have been selected from the writings of standard authors, and have, in many cases, been simplified and adapted to serve as a series of graded exercises in comprehension. A chapter on Translation has taken the place of the usual one on Paraphrasing; and the Essays now have a new look, as pupils are expected to write only about 200 words of continuous composition containing a description of scenes or people or a narration of incidents.

It is confidently hoped that this book will be found in every way suitable as a text-book of English Grammar and Composition, particularly in the last two years of the Secondary School.

K. & J. COOPER - PUBLISHERS - BOMBAY, 4

Sole Selling Agents for South India :—

The Christian Literature Society, Park Town, Madras-3

THE SOUTH INDIA TEACHERS' UNION

EXECUTIVE BOARD MEETING

A meeting of the Executive Board of the South India Teachers' Union was held at 10-30 a.m. on Saturday the 7th March, 1959 in the Office of the Union, with Sri T. P. Srinivasavaradhan, President of the Union presiding. The Presidents and Secretaries of the District Teachers' Guilds who were invited were also present.

The following members were present :—

1. Sri P. V. Ramaswami, Treasurer, S.I.T.U., Madras.
2. Sri C. Ranganatha Aiyengar, Journal Secretary, S.I.T.U., Madras.
3. Sri C. M. Fazular Rahman, President, North Arcot Dt. Teachers' Guild.
4. Smt. Saraswathi Srinivasan, Vice-President, S.I.T.U., Madras.
5. Sri T. R. Radhakrishnan, Secretary, Coimbatore Dt. Teachers' Guild.
6. Sri C. L. Govindarajan, Coimbatore Dt. Teachers' Guild.
7. Sri S. Subba Rao, Salem Dt. Teachers' Guild.
8. Sri H. Vaidyanathan, Madras.
9. Sri S. Krishnaiengar, President, Madura Dt. Teachers' Guild.
10. Sri N. K. Venugopal, Town Secretary, Trichy Dt. Teachers' Guild.
11. Sri V. Maria Ratnam, Representative, Madurai Dt. Teachers' Guild.
12. Sri P. V. Srinivasan, Secretary, Ramnad Dt. Teachers' Guild.
13. Sri John Wilson, Chingleput Dt. Teachers' Guild.
14. Sri A. R. Chandrasekaran, North Arcot Dt. Teachers' Guild.
15. Sri S. M. Lakshmanan, President, Salem Dt. Teachers' Guild.
16. Sri P. S. Subramanian, Madurai Dt. Teachers' Guild.
17. Sri A. S. Johnson, President, Chingleput Dt. Teachers' Guild.
18. Sri R. Bhuvarahan, Trichy Dt. Teachers' Guild.
19. Sri K. N. Venkataraghavan, Chingleput Dt. Teachers' Guild.
20. Sri R. J. Sadananda, Madras Teachers' Guild.
21. Sri D. Sebastian, Representative, Ramnad Dt. Teachers' Guild.
22. Sri A. M. Kanniappa Mudaliar, Administrator, Benevolent Fund Trust, S.I.T.U.
23. Sri N. S. Viswanathan, President, Madras Teachers' Guild.
24. Sri L. Mariapragasam, Secretary, Madras Teachers' Guild.
25. Sri V. Arunajatai, Secretary, S.I.T.U., Madras.
26. Sri V. B. Moorthy, Asst. Journal Secretary, S.I.T.U., Madras.
27. Sri T. P. Srinivasavaradhan, President, S.I.T.U., Madras.
28. Sri T. S. Rajagopala Iyengar, Secretary, Madras Teachers' Guild.

Letters expressing inability to attend the meeting were received from the following :—

1. Sri K. John Raj Nayakam, Tirunelveli Dt. Teachers' Guild.
2. Sri R. Krishnan, Salem Dt. Teachers' Guild.
3. Sri J. A. Paul Raj, President, Tanjore Dt. Teachers' Guild.
4. Sri J. Soundararajan, North Arcot Dt. Teachers' Guild.
5. Sri S. Balasubramanian, Tanjore Dt. Teachers' Guild.
6. Sri P. R. Swaminathan, South Arcot Dt. Teachers' Guild.

7. Sri M. Rajam Iyer, Ramnad Dt. Teachers' Guild.

8. Sri N. Venkatachalam Iyengar, Tirunelveli Dt. Teachers' Guild.

9. Sri A. S. B. Philip, Tirunelveli Dt. Teachers' Guild.

The first list of recommendations of the Education Grants Committee and the new policy of the Government regarding the payment of grants in fee levying in elementary schools were discussed.

The Executive Board thanked the Education Minister for giving assurance that all the teachers thrown out of employment, consequent on the closure of elementary schools by some managements would be absorbed and would get their present salaries, provided they did not exceed the Government scales. It was brought to the notice of the Board that some of the elementary schools which opted as non-fee levying, would find it very difficult to run the institutions with the present 15 per cent maintenance grant. The Board was of the view that where the present maintenance was insufficient to meet rent and other necessary expenses, it should be raised to cover those legitimate expenses.

The meeting then took up for consideration in detail the first list of recommendations of the Education Grants Committee. It welcomed the recommendation to enact a Secondary Education Act, while welcoming the constitution of Secondary School Boards, the meeting was of opinion that it would have been much better, if the chairman were a non-official and not the District Educational Officer. But if for any reason it was decided to have the District Educational Officer as the chairman, since the setting up of such a School Board was new experiment, it should be only for the first three years and then a non-official should be the chairman.

The committee's recommendation that a secondary education cadre for every secondary education planning area should be constituted and that there should be a statutory guarantee to teachers in Board Schools of their remuneration, pension, gratuity and other pecuniary conditions of service against adverse circumstances was welcomed. The insistence of public registers of assets and liabilities of secondary schools had come more too soon.

Management Committee of Private Secondary Schools: The executive was of opinion that for the opening of an additional section an additional endowment of Rs. 5,000 need not be insisted on, as it was now made obligatory on the part of the management to provide the initial capital outlay in respect of premises, buildings, furniture and equipment for the new section.

Scales of pay: The scales of pay recommended by the Committee though higher than the present ones, fell far short of those recommended by the S.I.T.U. While reiterating that these scales of pay should be accepted by the Government, the Executive welcomed the scales proposed as an emergency measure and urged the Government to give effect to them even in 1959-60. The Executive was strongly of opinion that these scales should be made applicable to teachers in Board and Municipal schools, as otherwise the disparities would hamper efficiency and create discontent among the members of the teaching profession. It noted with pleasure that there would be only two scales in the place of a number of scales existing at present and that all the existing incumbents would be fitted in either of the scales. Since non-teaching staff viz. clerks and Librarian formed part of the school establishment and since the present grant-in-aid code took their scales of pay also for assessment of grant, the contemplated Education Act under Grants-in-aid should prescribe scales of pay for them also. If certain schools were found unable to implement even these temporary pay scales

either by raising tuition fees or by way of raising donations, to their employees, the Government should come forward with liberal grants to help them as such institutions would not be many.

The Executive Committee welcomed the recommendation to include expenditure on dearness allowance, management's contribution to Provident Fund, Fire Insurance premia and remuneration paid to auditors, in the items of expenditure taken into account for purposes of determining the net cost.

It was suggested that the scale of the secondary grade teachers might be revised to 50—3—80—4—120 and the Headmasters' scale 250—15—400 might be made applicable to schools with strength over 750.

Calculating surplus : While all sources of income were taken on arriving at "actual income", the executive committee strongly felt that other items of expenditure not taken for assessment of grant but which the school has been incurring for a long time to further the interests of the institution, to maintain its efficiency, to meet its commitments to its staff, both teaching and non-teaching and to meet such other contingencies and unforeseen expenditure should *ipso facto* be taken under actual expenditure. It is only after taking these under actual expenditure, the surplus should be arrived at. Further any interest from any amount earmarked for a definite purpose such as construction of a building, should not be brought under "actual income", but should be added on to the earmarked amount.

The recommendations, in general were approved and the meeting stressed the need to frame the rules in such a way as to give necessary freedom both to the managements and to the headmasters to carry on the day-to-day administration.

Age of retirement : The Board strongly felt that there was no justification to fix the age of retirement at 60 in the case of teachers in Anglo-Indian High Schools and in aided elementary schools and 55 in the case of teachers in aided secondary schools and in schools under local bodies. It urged the Government to remove this inequality.

The Board resolves to issue a questionnaire to the District Teachers' Guilds regarding the residential qualification of the President of the Union.

Earlier the meeting felicitated Sri A. M. Kanniappa Mudaliar, one of the recipients of the National Award for teachers. The recipient in his reply suggested that a new sense of enthusiasm and mission should be created among the members of the teaching profession and group for discussion in important educational problem should be formed for the purpose of enlightening the public.

The Board authorized the members of the Working Committee to prepare draft resolutions for the State Educational Conference and also the programme for the State Educational Conference.

COMPUTER DOES SIX MONTHS' WORK IN FIVE HOURS

A machine which in five hours has completed research computations that formerly might have taken as long as six months is being used in Glasgow University. It is a British-built electronic computer known as DEUCE, costing £ 60,000 and bought by university funds and subscriptions from Scottish industrial firms.

The computer has been employed by chemistry students who cut previously lengthy tasks to five hours' work. The importance of this is that time saved on mundane calculations will now be available for "more intelligent operations", it is pointed out by the university.

The machine, which has been in use at Glasgow for several months, was recently inaugurated by Lord Halsbury, Chairman of Britain's National Research Development Corporation. Recalling that he had seen £ 10,000,000 worth of computers on display in London, Lord Halsbury said that this was the result of 10 years' development, and that there were now more firms engaged in making computers than there had been university professors thinking about them 10 years ago.

—*British Information Service*

OXFORD SUPPLEMENTARY READERS

Approved for class use by the Madras Textbook Committee

DEEPAK SUPPLEMENTARY READERS

GENERAL EDITORS: J. F. FORRESTER & B. M. CHESTER

Animal Stories	**40 nP**	**The Swiss Family Robinson**	**65 nP**
The Narayans	**45 nP**	**Gopal and His Stamps**	**45 nP**
Four Fairy Stories	**50 nP**	**The Little Duke**	**65 nP**
Joseph the Dreamer	**50 nP**	**The Heroes**	**Re 1**
The Story of Hiawatha	**60 nP**	**Cranford**	**Re 1–2**

STORIES OF THE UNITED NATIONS

Adapted and simplified by BERTHA HENSMAN

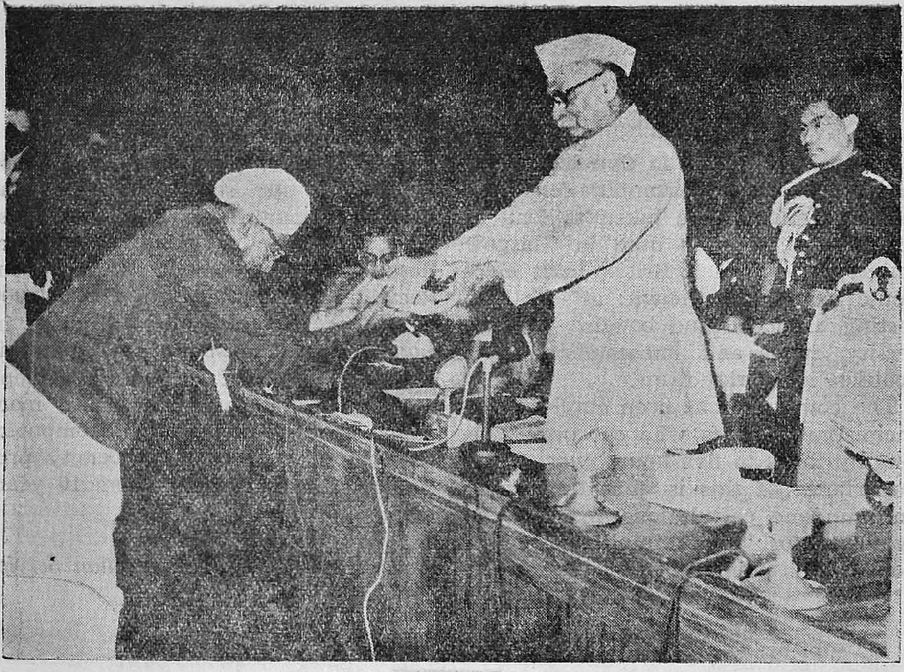
The Soup Stone	**45 nP**	**The Singing Flute**	**45 nP**
The Priest and the Pear Tree	**45 nP**	**Uncle Bouki Hires a Horse**	**65 nP**
The Chingolo Bird	**45 nP**	**The Stork Caliph**	**65 nP**

FOLK-TALES OF ASIA

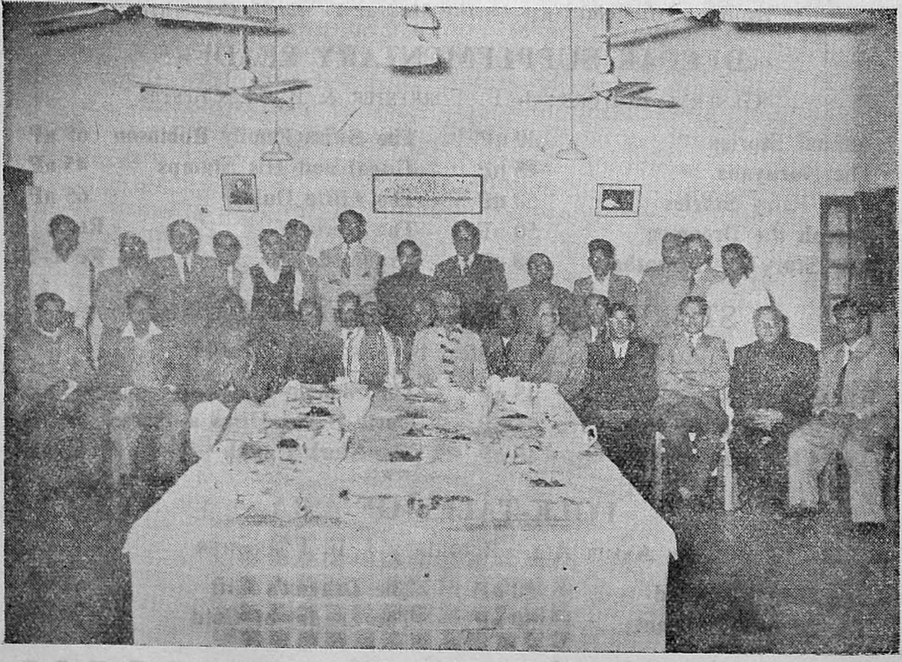
By AAMIR ALI. Retold by J. F. FORRESTER

The Deaf Shepherd	**50 nP**	**The Dragon's Gift**	**65 nP**
The Magic Ointment	**50 nP**	**The Sandal of Gold**	**70 nP**

OXFORD UNIVERSITY PRESS



Sri P. Padmanabhan, Headmaster, Tiru-Vi-Ka Elementary School, Shenoynagar, Madras receiving the National award for Teachers from the President of India at New Delhi.



Old boys of the P. S. High School, Mylapore residing in New Delhi gave a reception to the old teachers, who on their way to Chandigarh as delegates to the All India Educational Conference, halted at New Delhi.

EDITORIAL

Two important events have happened recently. The Government have repeated their assurance again to elementary school teachers, in case they are retrenched on account of the closure of the schools or retrenchment, that they will all be absorbed and paid the same salary, if it does not exceed the Government scale. It is understood that the Government have taken a decision on the question of aid to elementary schools which have opted as non-fee levying. To these schools the Government will pay grant at the same salaries, provided they are within the Government scales. Further the Government have decided to increase the maintenance grant from 15 per cent to 20 per cent in the case of such schools as are unable to meet their expenditure, since they opt as non-fee levying. Another decision that has been taken is that salaries will be paid direct to teachers of those schools. The Government deserves to be congratulated for their prompt decision.

The other important event is the publication of the first list of recommendations of the Education Grants Committee.

The Executive Board of the South India Teachers' Union met on 7th March 1959 to consider in detail the first list of recommendations of the Education Grants Committee. At that meeting the Presidents and the Secretaries of the District Guilds were also present. The recommendation to enact a Secondary Education Act is a welcome feature. Regarding the constitution of Secondary School Boards, opinion on the choice of Chairman is divided. It is considered that a non-official as chairman would be better. But if for any reason it is decided to have the District Educational Officer as the Chairman, since the setting up of such a school Board is a new experiment, the official chairman should be only for the first three years and then a non-official should be the Chairman.

The Committee's recommendation that a secondary education cadre for every secondary education planning area should be constituted and that there should be a statutory guarantee of their remuneration, pension, gratuity and other pecuniary conditions of service against adverse circumstances is another welcome feature. The insistence of public registers of assets and liabilities of secondary schools has come none too soon.

The scales of pay recommended by the Committee though higher than the present ones, fall far short of those recommended by the S.I.T.U. While reiterating that those scales of pay should be accepted by the Government, the Executive of the S.I.T.U. has welcomed the scales proposed as an emergency measure and urged the Government to give effect to them even in 1959-60. These scales should be made applicable to teachers in Board and Municipal schools, as otherwise the disparities would hamper efficiency and create discontent among the members of the teaching profession. It is to be noted with pleasure that there would be only two scales in the place of a number of scales existing at present and that all

the existing incumbents would be fitted in either of the scales. The secondary grade scale may be changed into 50—3—80—4—120, instead of 50—3—110—5—120. Since non-teaching staff viz. clerks and librarians form part of the school establishment and since the present grant-in-aid code takes their scales of pay also for assessment of grant, the contemplated Education Act under Grants-in-aid should prescribe scales of pay for them also. If certain schools are found unable to implement even these temporary pay scales either by raising tuition fees or by way of raising donations, to their employees, the Government should come forward with liberal grants to help them as such institutions would not be many.

The recommendations, in general, are welcome and the pay scales, accepted by the Executive as an emergency measure should be given effect to even in 1959-60, without waiting for the passing of the Education Act. The rules to be framed should be such as to give freedom to the headmaster and to management in the day-to-day administration.

THE SOUTH INDIA TEACHERS' UNION

ANNUAL GENERAL BODY MEETING NOTICE

A meeting of the General Body of the South India Teachers' Union will be held at 8 a.m. on Wednesday 6th May, 1959 in the Conference Hall at Municipal College, Salem. Members are cordially invited to attend the Meeting.

T. V. ARUMUGAM,
Joint Secretary.

V. ARUNAJATAI,
Secretary.

AGENDA

1. Consideration and adoption of the Annual Report of the Union for the year 1958-59.
2. Election of Office-bearers for the year 1959-60.
3. Any other business brought forward by the Executive Board.